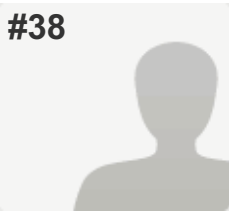


#38

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 24, 2015 11:29:30 AM**Last Modified:** Tuesday, September 08, 2015 3:12:17 PM**Time Spent:** Over a month**IP Address:** 207.165.187.81

PAGE 2

**Q1: 1a. TLC Local Plan Measure (1)**

Improving Classroom Instruction

**Q2: 1b. To what extent has this measure been met?**

(no label)

Mostly Met

**Q3: 1c. Description of Results (1) (limited to 3000 characters)**

SEPCSD committed four years ago to implement the Characteristics of Effective Instruction as its model for improving classroom instruction. This year the district gathered observation data regarding each of the five characteristics. Observations came through instructional walk-throughs, instructional rounds, and basic peer review in each of the eleven attendance centers. The data revealed that there was more than ample evidence that each of the characteristics was implemented at moderate to high levels across the district. Walk-through observations, problems of practice, and peer review topics included all five characteristics of effective instruction in one way or another and were directly reflective of an instructional system with a common instructional vernacular. How this data compares with data from the past is somewhat unclear, as the focus of walk-throughs, rounds, and peer review and their building level data analysis had not been directly or intentionally focused on the Characteristics of Effective Instruction. At the same time, the three processes (walk-throughs, instructional rounds, and peer review) were relatively new to teachers and administrators over the past four years. These processes and the data gathered this year were reflective of schools who over the course of the last four years have achieved a level of process familiarity that yields more reliable conclusions. Despite this TLC measure being mostly met, it will be interesting to see what next year's data will further reveal. Although we understand that things seem to be going well at this time, it would have assisted us greatly to have some longitudinal data to which to compare. Further, there were and are experiential variances regarding the proficiency of employing the three data-gathering strategies among and between our eleven schools. Hence, we felt that we could confidently indicate that this plan measure was met, but we were less confident in stating that this measure was fully met.

PAGE 3

**Q4: 2a. TLC Local Plan Measure (2)**

Raising student achievement

**Q5: 2b. To what extent has this measure been met?**

(no label)

Mostly Met

## Impact of TLC Plan

### **Q6: 2c. Description of Results (2) (limited to 3000 characters)**

In the core areas, SEPCSD employs a pre-test/post-test system of formative assessment. Compared to a year ago, these data indicate higher levels of student proficiency in terms of growth. The student achievement bottom line for the district in this formative assessment work is that this indicates that students are learning what teachers are teaching better this year than last. In examining the Iowa Tests, the results are very similar. In examining four years of Iowa Test Data, the students did their best work in the area of reading comprehension. Students in grades 3-11 were collectively proficient at a rate of 81.6%, the highest percentage in the past four years. Further, students in grades 4-8 boasted the highest percentages of students proficient in the past four years. In science, grades 4, 5, 6, and 8 enjoyed the highest levels of proficiency in the past four years. In mathematics, scores tended to level off with only grade 4 and 8 reaching their highest percentages of students proficient over the past four years. In 2013-2014, a trend of consistent improvement began, and that trend of incremental growth and improvement continues through the most recent standardized test data.

---

PAGE 4

---

### **Q7: 3a. TLC Local Plan Measure (3)**

Recruiting and developing teacher leaders

### **Q8: 3b. To what extent has this measure been met?**

(no label)

Fully Met

**Q9: 3c. Description of Results (3)(limited to 3000 characters)**

The district has met its own expectations for recruiting teacher leaders. The ease of finding information about the teacher leadership system (structure, goals/purpose of the system, and how it connects to other district structures), the openness and transparency of the hiring process, and the active recruiting done by principals and teachers to get the right people into the application process have been critical to getting the most fit people into teacher leadership roles. Assessments completed by the teacher leaders themselves, principals, and teaching colleagues who have worked with these teacher leaders have revealed that there are qualified and effective people working in these roles. Further, surveys have revealed suggestions, ideas, and comments designed to allow teacher leaders to continuously improve their modeling/coaching practice. This information aimed at improvement has moved the system forward and offered teacher leaders valuable input to help them perform effectively in these new roles. Of the original teacher leaders who earned positions, none of them have left these positions for reasons tied to teacher leadership. Their reasons included relocation to another district altogether or retirement. In short, the people hired into teacher leadership roles have agreed to continue on in the system. Further, the district was not once forced, due to performance or behavior (or any reason for that matter) , move a teacher from the teacher leadership role he/she earned. Lastly, according to survey assessment data, teacher leaders appreciated training and the benefits that come from the professional learning they received. Most offered suggestions for training at a graduated level of specificity (the next level, so to speak).

PAGE 5

**Q10: 4a. TLC Local Plan Measure (4)**

Improving professional development and collaboration

**Q11: 4b. To what extent has this measure been met?**

(no label)

Fully Met

## Impact of TLC Plan

**Q12: 4c. Description of Results (4)(limited to 3000 characters)**

The teacher leadership system at Southeast Polk CSD has offered a noticeable boost in professional development and collaboration, largely due to the fact that the need, design, instructional roll-out, implementation, and evaluation of professional development has become a collaborative process that includes teacher leaders, principals, and the curriculum office. This collaborative approach was not part of the district prior to the implementation of the teacher leadership system. According to "exit slips" that are periodically used to get teacher feedback after professional development sessions, and survey data collected associated with mentoring and induction in the area of professional development, professional development has become a more engaging, thoughtful, and effective process rather than what the buildings are prescribed to do on Wednesdays. Data also revealed that when professional development is coupled with mentoring and induction support and/or modeling and coaching, greater understanding and implementation success rates improved dramatically.

---

PAGE 6

---

**Q13: 5a. TLC Local Plan Measure (5)**

Improvement of the mentoring program

---

**Q14: 5b. To what extent has this measure been met?**

(no label)

Fully Met

**Q15: 5c. Description of Results (5)(limited to 3000 characters)**

SEPCSD has always placed emphasis on and had success with its mentoring and induction program. That said, it has improved dramatically. Data was collected from a rather extensive survey checklist that also encouraged open-ended teacher comments. One part of the survey asked participants to determine how helpful mentoring and induction has been to them in the areas of understanding district policies, goal setting, classroom management, instructional strategies, understanding/implementing professional development, parent communications, and identifying resources. In analyzing the results, it became apparent that the teachers in the program saw mentoring as helpful. Their tallies ranged from a low of 62% stating that the program was effective in assisting them in understanding district policies to a high of 91% of them stating that mentoring helped them to communicate better with parents. In considering all categories, 78% of teachers participating viewed mentoring as helpful or very helpful. The free response portions of the survey checklist were notably positive and also offered numerous ways to improve the program. The relationship between the mentor (who is a teacher leader) and novice teacher and professional engagement in the program were cited more often than any other factors as being powerful and positive factors that eventually led to better overall teaching. Lastly, 84% of the teachers surveyed saw themselves as having long-term careers in the district, and 8.7% remained "unsure" of their future plans. 7.2% expected to have long-term careers in teaching but plan to move to another district or state. None of the novice teachers surveyed saw themselves as leaving the profession altogether. These data are tied to retention interests that the district has, and they indicate that the vast majority of novice teachers hired in the past two years want to teach, and they want to teach at Southeast Polk.

---

PAGE 7

---

**Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).**

1. More clarification and better use of the model teacher. 2. Emphasis on assisting principals to best utilize teacher leaders to meet specific learning goals. 3. Devise a training and continued learning plan for teacher leaders. 4. Continue to work on the collaborative processes associated with professional development. 5. Prioritize the program improvement input from mentors and novice teachers in order to build and implement a continuous improvement plan.

---

**Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.**

The district is truly at a place where we often wonder how we did anything without this layer of leadership, how people rose to levels of leadership, or how we got anything done in terms of continuous improvement. These people are just absolutely critical to moving our organization forward.

## Impact of TLC Plan

**Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

---

PAGE 8

---

**Q19: Name of School District:**

Southeast Polk Community School District

**Q20: Name of Superintendent**

Craig W. Menozzi

**Q21: Person Completing this Report**

Joseph M. Horton, Associate Superintendent of Schools

**Q22: Date of Submission**

6/29/15

---